**FIRST GRADE ENVISION MATH CURRICULUM MAP**

**CANYONS SCHOOL DISTRICT**

**2010 – 2011**

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

* Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

— Ginsburg, Leinwand and Decker, 2009

CCSS does not mention patterns except in the Mathematical Practice Standards: “mathematically proficient students look closely to discern a pattern or structure (in problem solving.)

**AUGUST (6 days)**

**TOPIC 1 – NUMBERS to 12**

Topic 1 (6 days), No Common Formative Assessment/CFA & Differentiation (0)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| Reviews Kindergarten Core & Student Readiness | Readiness R1-4 | 1 |  |
|  | 1-1 Number: 0 to 5 | 1 |  |
|  | 1-2 Number 6 to 10 | 1 |  |
|  | 1-3 Number: 10, 11, 12 | 1 |  |
|  | 1-4 Number: Spatial Patterns for Numbers to 9 | 1 |  |
|  | 1-5 Numbers: Spatial Patterns for Numbers to 10 | 1 |  |
|  | 1-6 Problem Solving...Use Objects | 1 |  |
| NO CFA DATA ENTRY for August |  |  | NO CFA FOR AUGUST |

**SEPTEMBER (20 days)**

**TOPIC 2 – COMPARING & ORDERING NUMBERS**

**TOPIC 3 – UNDERSTANDING ADDITION**

Topic 2 (4 days), Topic 3 (7 days), Common Formative Assessment/CFA & Differentiation (9 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction** 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | **Topic 2**  Interactive math story p. 29G Topic Opener p. 29 Lesson 2-1 p.31A Comparing Two Numbers | 1 | Topic 2-3 uses the number line, which is not specifically mentioned in the core until 2nd grade but is a good strategy.  It is used in the topic games.  vocabulary: more, greater than, fewer, less than |
| 1.OA.1 | 2-2 Ordering Three Numbers | 1 | vocabulary: least, greatest, between |
| 1.OA.1 | 2-3 Ordering Numbers to 12 with a Number Line | 1 | Topic 2-3 uses the number line; not specifically mentioned in the core but is a good strategy.  It is used in the topic games and topic test.  vocabulary: before, after |
| 1.OA.1 | 2-4 Problem Solving Act It Out! | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| 1.0A.1 | **Topic 3**  Interactive Math Story p.49G Beach Count Topic Opener Understanding Addition p.49 3-1 Addition: Making 6-7 | 1 | vocabulary: in all, inside, outside |
| 1.0A.1 | 3-2 Addition: Making 8 | 1 | vocabulary: part, whole, double |
| 1.0A.1 | 3-3 Addition: Making 9 | 1 |  |
| 1.0A.1 **Work with addition and subtraction equations.** 1.OA.7. Understanding the meaning of the equal sign, and determine if equations involving addition and subtraction are true and false. For example, which of the following equations are true and which are false? 6=6, 7=8-1,5+2=2+5, 4+1=5+2. | 3-4 Addition: Introducing Addition Number Sentences | 1 | vocabulary: add, sum, addition sentence, plus, equals |
| 1.0A.1 | 3-5 Addition: Stories About Joining | 1 | vocabulary: join |
| 1.0A.1 **Understand and apply properties of operations and the relationship between addition and subtraction.** 1.OA.3. Apply properties of operations as strategies to add and subtract. Examples: If 8+3=11 is known, then 3+8 =11 is also known. (Commutative property of addition.) To add 2+6+4, the second two numbers can be added to make a ten, so 2+6+4= 2+10=12. (Associative property of addition.) | 3-6 Addition: Adding in Any Order | 1 | vocabulary: order and addend |
| 1.0A.1 1.0A.3 | 3-7 Problem Solving Use Objects | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| M-CBM (EARLY NUMERACY) TESTING |  | 1 | ADMINISTERED one-on-one BY DISTRICT TESTING TEAM DURING LITERACY TESTING: SEPTEMBER 7th-24th |
| CFA TESTING WINDOW |  | 1 | September 27th – October 8th |
| DATA ENTRY DUE DATE |  |  | October 8th |

**OCTOBER (17 days)**

**TOPIC 4 – UNDERSTANDING SUBTRACTION**

**TOPIC 5 – FIVE AND TEN RELATIONSHIPS**

Topic 4 (8 days), Topic 5 (5 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 1.0A.1 (see September) **Operations and Algebraic Thinking Understand and apply properties of operations and the relationship between addition and subtraction.** 1.0A.4 Understand subtraction as an unknown-addend problem.  *For example, subtract 10-8 by finding the number that makes 10 when added to 8.* **Work with addition and subtraction equations.** 1.0A.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.  *For example*, determine the unknown number that makes the equation true in each of the equations  8 + ? = 11, 5 = \_\_ - 3, 6 + 6 = \_\_. | **Topic 4**  Introduction, Math Story, Game (opt) 4-1 Finding Missing Parts of 6 and 7 | 1 | vocabulary: missing part |
| 1.0A.1         1.0A.4        1.0A.8 | 4-2 Finding Missing Parts of 8 | 1 |  |
| 1.0A.1         1.0A.4        1.0A.8 | 4-3 Finding Missing Parts of 9 | 1 |  |
| 1.0A.7 | 4-4 Introducing Subtraction Number Sentences | 1 | vocabulary: subtract, difference, subtraction sentence, minus sign, equal sign |
| 1.0A.1 | 4-5 Stories About Separating | 1 |  |
| 1.0A.1 | 4-6 Stories About Comparing | 1 | vocabulary: compare |
| 1.0A.1 | 4-7 Connecting Addition and Subtraction | 1 |  |
| 1.0A.1 | 4-8 Problem Solving Use Objects | 1 |  |
| Differentiation Day | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| **Operations and Algebraic Thinking Add and subtract within 20.** 1.0A.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 = 12 + 1 = 13). | **Topic 5**  Intro to Topic 5, Story, Game (opt.) 5-1 Representing Numbers on a Ten-Frame | 1 |  |
| 1.0A.6 | 5-2 Recognizing Numbers on a Ten-Frame | 1 |  |
| 1.0A.6 | 5-3 Parts of 10 | 1 |  |
| 1.0A.1         1.0A.4        1.0A.8 | 5-4 Finding Missing Parts of 10 | 1 |  |
| **Measurement and Data Represent and interpret data.** 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | 5-5 Problem Solving Make a Table | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | October 25th – November 4th |
| DATA ENTRY DUE DATE |  |  | November 4th |

**NOVEMBER (16 days)**

**TOPIC 6 – ADDITION FACTS TO 12**

**TOPIC 7 – SUBTRACTION FACTS TO 12**

Topic 6 (6 days), Topic 7 (5 days) Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Operations and Algebraic Thinking Add and subtract within 20.** 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6 | **Topic 6**  6-1 Adding with 0,1,2: Intro with interactive story , game. | 1 | Core requires students to add and subtract within 20 and demonstrate fluency adding and subtracting within 10. Envision lesson contain 2 single digits with regrouping preparing them for no regrouping. |
| 1.OA.6 | 6-2 Addition: Doubles | 1 |  |
| 1.OA.6 | 6-3 Addition:  Near Doubles | 1 | vocabulary: near double |
| 1.OA.6 | 6-4 Addition:  Facts with 5 on a Ten-Frame | 1 |  |
| 1.OA.6 | 6-5 Addition: Making 10 on a Ten Frame | 1 |  |
| 1.OA.6 | 6-6 Problem Solving Draw a Picture and Write a Number Sentence | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| 1.OA.6 | **Topic 7**  7-1 Subtraction: Subtracting with 0,1,2: Introduction with Interactive story and game. | 1 | vocabulary: 2 less than, 1 less than, 0 less than |
| 1.OA.6 | 7-2 Subtraction: Thinking Addition | 1 |  |
| 1.OA.6 | 7-3 Subtraction: Thinking Addition to 8 to Subtract | 1 |  |
| 1.OA.6 | 7-4 Thinking Addition to 12 to Subtract | 1 |  |
| 1.OA.6 | 7-5 Problem Solving Draw a Picture and Write a Number Sentence | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | November 29th – December 10th |
| DATA ENTRY DUE DATE |  |  | December 10th |

**DECEMBER (13 days)**

**TOPIC 10 – COUNTING AND NUMBER PATTERNS TO 100**

Topic 10 (7 days) Common Formative Assessment/CFA & Differentiation (6 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number and Operations in Base Ten** Understand place value.  1.NBT.2b Understand that the two digits of a two-digit number represent amounts of tens and ones.  Understand the following as special cases:  The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. | **Topic 10**  Introduction: Interactive Math Story pg. 261G and Topic 10 Opener on pg. 261. | 1 | |  | | --- | | Core only requires children to go to 19...Envision goes to 20....please adjust. |   Note: Extra days are allotted this month to supplement the instruction of place value and these days can also be used for needed review. |
| 1.NBT.2b | 10-1 Number: Making Numbers 11 to 20 | 2 | Supplement as necessary. |
| 1.NBT.2b | 10-2 Number: Using Numbers 11 to 20 | 3 | Supplement as necessary. |
| 1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | 10-3 Patterns: Counting by 10s to 100 | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 6 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | January 3rd – January 14th |
| DATA ENTRY DUE DATE |  |  | January 14th |

**JANUARY (19 days)**

**TOPIC 8 – GEOMETRY**

**TOPIC 11 - TENS AND ONES**

Topic 8 (8 days). Topic 11 (6 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Geometry Reason with shapes and their attributes.** 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. | **Topic 8**  Topic 8 - Interactive Math Story, Home-School Connection, Game 8-1 Identifying Plane Shapes | 1 | vocabulary: plane shapes, triangle, rectangle, circle, square |
| 1.G.1 | 8-2 Properties of Plane Shapes | 1 | vocabulary: sort, side, corner |
| **Geometry Reason with shapes and their attributes.** 1.G.2.  Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. | 8-3 Making New Shapes from Shapes | 1 |  |
| 1.G.1 | 8-6 Congruence | 1 | \*8-5 is not in the core, but might be helpful to introduce before teaching 8-6. |
| **Geometry Reason with shapes and their attributes.** 1.G.3.  Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.  Describe the whole as two of, or four of the shares.  Understand for these examples that decomposing into more equal shares creates smaller shares. | 8-7 Symmetry | 1 | vocabulary: symmetry, line of symmetry |
| 1.G.2 | 8-8 Problem-Solving | 1 |  |
| 1.G.1 | 8-9 Identifying Solid Figures | 1 | vocabulary: solid figures, cube, rectangular prism, sphere, cylinder, cone |
| 1.G.1 | 8-11 Sorting Solid Figures | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| 1.NBT.1  1.NBT.2 | **Topic 11**  Introduction, Math Story, Game 11-1 Counting with Groups of 10 and Leftovers | 1 |  |
| 1. NBT.2.c | 11-2 Number:  Counting with Groups of 10 and Leftovers | 1 | vocabulary: tens |
| 1.NBT.1 | 11-3 Number: Numbers Made with Tens | 1 | vocabulary: ones, digit |
| 1.NBT.2 | 11-4 Number:  Expanded Form | 1 |  |
| 1.NBT.2 | 11-5 Number: Ways to Make Numbers | 1 | vocabulary: break apart a ten |
| 1.MD.4 | 11-6 Problem Solving Make an Organized List | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | January 10th – January 28th |
| CFA TESTING WINDOW |  |  | January 24th – February 4th |
| DATA ENTRY DUE DATE |  |  | February 4th |

**FEBRUARY (18 days)**

**TOPIC 12 – COMPARING AND ORDERING NUMBERS TO 100**

**TOPIC 14 - MEASUREMENT**

Topic 12 (8 days), Topic 14 (4 days), Common Formative Assessment/CFA & Differentiation (6 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 1.NBT.3 | **Topic 12**  Introduction to Topic 12, Math Story, Game 12-1 1 More, 1 Less, 10 More, 10 Less | 1 | vocabulary: 1 more, 1 less, 10 more, 10 less |
| 1.NBT.3 | 12-2 Making Numbers on a Hundred Chart | 1 |  |
| 1.NBT.3 | 12-3 Comparing Numbers with  >, <, = | 1 | vocabulary: equal to (=) |
| 1.NBT.5 | 12-4 Ordering Numbers with a Hundred Chart | 1 | Modify lesson to core standards |
| 1.NTB.1 | 12-5 Number Line Estimation | 1 | vocabulary: closest ten |
| 1.NTB.1 | 12-6 Before, After, and Between | 1 |  |
| 1.NTB.1 | 12-7 Ordering Three Numbers | 1 |  |
| 1.MD.4 | 12-8 Problem Solving Make an Organized List | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
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| **Measurement and Data Measure lengths indirectly and by iterating length units.** 1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. | **Topic 14**  Lesson 14 Interactive Math Story and Game | 1 |  |
| 1.MD.1 | 14-1 Comparing and Ordering by Length | 1 | vocabulary: longest, shortest |
| **Measurement and Data Measure lengths indirectly and by iterating length units.** 1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.  *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* | 14-2 Using Units to Estimate and Measure Length | 1 | vocabulary: estimate, measure |
| 1.MD.2 | 14-3 Problem Solving: Use Reasoning | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | February 21st – March 4th |
| DATA ENTRY DUE DATE |  |  | March 4th |

**MARCH (20 days)**

**TOPIC 16 – ADDITION FACTS TO 18**

**TOPIC 17 – SUBTRACTION FACTS TO 18**

Topic 16 (9 days), Topic 17 (6 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Operations and Algebraic Thinking:**  Add and subtract within 20. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  Use strategies such as counting on: making ten (e.g., 8+6=8+2+4=10+4=14); decomposing a number leading to a ten (e.g., 13-4=13-3-1=10-1=9); using the relationship between addition and subtraction (e.g. knowing that 8+4=12 one knows 12-8=4); and creating equivalent but easier or known sums 9e.g., adding 6+7 by creating the known equivalent 6+6+1=12+1=13). | **Topic 16**  Introduction...Interactive Math Story pg. 479G and Topic Opener pg. 479 and Game pg. 480. | 1 |  |
| 1.OA.6 | 16-1 Addition:  Doubles | 1 |  |
| 1.OA.6 | 16-2 Addition: Doubles Plus 1 | 1 | vocabulary: doubles plus 1 |
| 1.OA.6 | 16-3 Addition: Doubles Plus 2 | 1 | vocabulary: doubles plus 2 |
| 1.OA.6 | 16-4 Problem Solving...Two Question Problems | 1 |  |
| **Number and Operations in Base Ten**  Use place value understanding and properties of operations to add and subtract. 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationships between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | 16-5 Addition: Making 10 to Add 9 | 1 |  |
| 1NBT.4 | 16-6 Addition: Making 10 to Add 8 | 1 |  |
| **Operations and Algebraic Thinking**  Represent and solve problems involving addition and subtraction. 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e. g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.3 | 16-7 Addition:  Adding Three Numbers | 1 |  |
| 1.OA.1 | 16-8 Problem Solving Make a Table | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| 1.NBT.4, 1.OA.3 and 1.OA.4 | **Topic 17**  Topic 17 Interactive Math Story pg. 515G, Topic Opener pg. 515, and Math Game 516. | 1 |  |
| 1NBT.4 | 17-1 Subtraction: Using Related Facts | 1 | vocabulary: related facts |
| 1.OA.3 and 1.OA.4 | 17-2 Subtraction: Fact Families | 1 | vocabulary: fact family |
| 1.OA.3 and 1.OA.4 | 17-3 Subtraction: Using Addition to Subtract | 1 |  |
| 1.NBT.4 | 17-4 Subtraction: Subtraction Facts | 1 |  |
| 1.OA.1 | 17-5 Problem Solving Draw a Picture and Write a Number Sentence | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | March 28th – April 8th |
| DATA ENTRY DUE DATE |  |  | April 8th |

**APRIL (16 days)**

**TOPIC 15 – LARGER NUMBERS**

**TOPIC 18 – DATA AND GRAPHS**

Topic 15 (6 days), Topic 18 (7 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data Tell and write time.** 1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks. | **Topic 15**  Topic 15 Interactive Math Story, Home-School Connection, Game | 1 |  |
| 1.MD.3 | **\*Kindergarten** Topic 14 (K) 14-4 Finding Numbers on Clocks (K) 14-5 Telling Time to the Hour (K) 14-6 Times of Events | 1 | \*Use these kindergarten lessons as necessary to introduce clock basics to your students. |
| 1.MD.3 | 15-1 Understanding the Hour and Minute Hands | 1 | vocabulary: hour hand, hour, minute hand, minute, o'clock |
| 1.MD.3 | 15-2 Telling and Writing Time to the Hour | 1 |  |
| 1.MD.3 | 15-3 Telling and Writing Time to the Half Hour | 1 | vocabulary: half hour |
| 1.MD.3 | 15-6 Problem Solving Use Data From a Table | 1 | vocabulary: schedule |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| **Measurement and Data Represent and interpret data.** 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | **Topic 18**  Topic 18 Interactive Math Story, Home-School Connection, Game 18-1 Using Data from Real Graphs | 1 |  |
| 1.MD.4 | 18-2 Using Data from Picture Graphs | 1 | vocabulary: picture graph |
| 1.MD.4 | 18-3 Using Data from Bar Graphs | 1 | vocabulary: bar graph |
| 1.MD.4 | 18-5 Collecting Data Using Tally Marks | 1 | vocabulary: tally mark, data |
| 1.MD.4 | 18-6 Making Real Graphs | 1 |  |
| 1.MD.4 | 18-7 Making Picture Graphs | 1 |  |
| 1.MD.4 | 18-8 Problem Solving Make a Graph | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | April 25th – May 6th |
| DATA ENTRY DUE DATE |  |  | May 6th |

**MAY (21 days)**

**TOPIC 19 – FRACTIONAL PARTS AND ADDING**

**TOPIC 20 – SUBTRACTING WITH TENS AND ONES**

Topic 19 (6 days), Topic 20 (6 days), Common Formative Assessment/CFA & Differentiation (9 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Geometry Reason with shapes and their attributes.** 1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters,* and use the phrases *half of, fourth of,* and *quarter of*.  Describe the whole as two of, or four of the shares.  Understand for these examples that decomposing into more equal shares creates smaller shares. | Kindergarten Topic 8 (K) 8-1 Equal Parts (K) 8-2 Halves (K) 8-3 Problem Solving Act It Out | 1-2 | \*Kindergarten Topic 8 Topic Centers (p. 135G) can be used for a center activity. |
| 1.G.3 | Topic 19 Interactive Math Story, Home-School Connection, Game 19-1 Making Equal Parts | 1 | vocabulary: equal parts |
| 1.G.3 | 19-2 Describing Equal Parts of Whole Objects | 1 |  |
| 1.G.3 | 19-3 Making Parts of a Set | 1 |  |
| 1.G.3 | 19-5 Problem Solving Draw a Picture | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
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| 1.OA.1 | 20-1 Addition: Adding Groups of 10 | 1 |  |
| 1.NBT.2.a | 20-2 Addition: Adding Tens on a Hundreds Chart | 1 |  |
| 1.NBT.2 | 20-3 Addition:  Adding Tens to Two-Digit Numbers | 1 |  |
|  | 20-4 Addition: Adding to a Two-Digit Number | 1 | vocabulary: regroup |
| 1.NBT.6 | 20-5 Subtraction:  Subtracting Tens on a Hundred Chart | 1 |  |
| 1.NBT.4 | 20-6 Subtraction: Subtracting Tens from Two-Digit Numbers | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | May 9th – May 27th |
| CFA TESTING WINDOW |  |  | May 25th – June 8th |
| DATA ENTRY DUE DATE |  |  | June 8th |